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A YEAR OF PRIMARY OCCUPATION WORK



FIRST TERM



ETTA MERRICK GRAVES

HARVARD UNIVERSITY



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A YEAR OF PRIMARY OCCUPATION WORK

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ETTA MERRICK GRAVES

Joint author of
"A YEAR BOOK FOR PRIMARY GRADES"

FIRST TERM

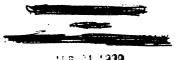
POSTERS, PATTERNS AND CHARTS
PREPARED BY THE AUTHOR

EDUCATIONAL PUBLISHING COMPANY BOSTON

NEW YORK

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LB 1537 .G73 HARVARD UNIVERSITY

READUATE SCHOOL OF FOUCATIONS

MICHIGE C. GUTMAN (MINARY)

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PREFACE

In all life we find the strong and the weak, the fit and the unfit. Those who are strong and fitted for life's work will succeed in spite of difficulties; but what is to become of those whom Nature has not so richly endowed? They, too, must be reached, not by forcing development to the plane of the strong, but by meeting them on their own plane and helping them along lines which their strength and ability allow them to take. Thus we may find, even in an unpromising life, an unsuspected worth.

To the teacher's care is given the strong and the weak, the fit and the unfit. It is easy to aid the development of the quick, alert-minded children, but she must study the problem of the best ways in which to help the slowest and least matured.

These children usually fall into the "third division." The wisest way to solve the problem is to consider this division a step between the kindergarten (if there is one preceding) and the regular first grade. To combine the foundation of primary work with advanced kindergarten work, and to carry the children on as fast as they can easily go toward regular first grade work the following year. They will then form an advanced first division with the mature children coming from the kindergarten.

Children of five years who are eligible to enter the primary, but are as yet too immature, or possibly defective,

IV Preface

to do the regular work are the class that may be termed "Sub-Primary." Not a Sub-Primary which aims to be a substitute for the kindergarten, for the training received from one year of a good kindergarten I believe to be invaluable to the child in preparing him for all his later work; but a Sub-Primary which continues the work of the kindergarten and links it with the primary, where will also be felt the spirit of the kindergarten.

The chief points of contact between the kindergarten and the first grade are morning talks, stories, games, and handwork. The first three sections have been amplified in the "Year Book for Primary Grades." Let us now consider the line of handwork.

In the kindergarten the so-called "gift" and "occupation" work at the tables is entirely supervised by the teachers, and the use is directed except in "invention" (original combinations) and "free play" (spontaneous activities).

In the primary the larger part of the work at the desks must be unsupervised by the teacher while she is taking the different divisions in class work. Thus the problem in the primary is — "What kinds of material can be used in unsupervised seat work?"

The kindergartner replies — "Use whatever materials of ours that you wish and let the children see how much they can do with it alone." In this manner the same materials may be used in similar ways, yet there is a distinct advance in power as the children learn to depend more upon themselves and to work busily alone.

Systematic use of "gift" materials is of the utmost importance in primary, and careful sequences should be

Preface v

worked out with each material to develop number, form, rhythm, balance, color harmonies and illustrative work. Such sequences are given in the "seat work" sections in the following outline, and in the chart illustrations.

Supervised and unsupervised occupation work — paper cutting, folding, coloring, pasting, and pattern-tracing has already been largely adopted in the schools. Both kindergarten and primary teachers will therefore welcome suggestions along these lines, and also the enlarged patterns for decorating the room with blackboard borders, frieze repetition and illustrative work. The poster work is one that has come to us from western kindergartens and is growing in interest. The large patterns will aid the teacher in reproducing it full size and also for the children's use. Sandtable community work as well has had a hearty reception in many schools and should be found in every first grade room.

The outline of *supervised* occupations and poster series first appeared in "Primary Plans" (1909–1910), but much has been added to increase the value of both in their present form.

The subject outline given here follows that of the "Year Book," in the preparation of which Miss Amelia Warfield Watkins was joint author. In the present work, however, the author has been careful not to infringe upon the contents of the first, but to amplify the occupation suggestions; thus to make a companion work which will carry on the spirit of the kindergarten in the daily curriculum of the primary, and bring the kindergarten and primary teachers into closer sympathy and intelligent cooperation.

The directed occupations and seat work sequences have been worked out by the author in a kindergarten, and first three grades in Andover, Mass., and in a "Sub-Primary-and-First-Grade-Room" in Milton, Mass. Posters, borders, and patterns have also been tested in daily work with the outline of subjects. Plans have been made to incorporate the occupation outline with the Drawing Supervisor's course for the Sub-Primary, and the Superintendent of Schools in Milton has placed the occupation outline and "Year Book" in the teachers' hands for use in these grades.

I wish to express my appreciation of the cordial spirit of the teachers who have cooperated with me, both in Andover and in Milton.

For valuable criticism of the manuscript I am indebted to my Principal, Miss Rena M. Chamberlin of the Tucker School, Milton, and to the Primary Supervisor of Lynn, Mrs. Ivanetta Warren Smith.

I am grateful to the Drawing Supervisor of Milton, Miss Ethel M. James, for her kindness in criticising the patterns and posters, and to others who contributed toward their practical value.

ETTA MERRICK GRAVES

Milton, Mass., June 1910

OUTLINE

FIRST TERM

SEPTEMBER

First Week . . . The Greeting

Second Week . . . The Pigeon House

Third Week . . . Seeds

OCTOBER

First Week . . . The Family Second Week . . . The Carpenter Third Week . . . Man and Nature

Fourth Week . . . Harvesting

November

First Week . . . The Baker Second Week . . . The Indians Third Week . . . The Pilgrims Fourth Week . . . Thanksgiving

DECEMBER

First Week . . . The Birthday Basket Second Week . . . The Christ-Child Third Week . . . The Toyshop

SECOND TERM

JANUARY

First Week . . . Tick Tack
Second Week . . . Ice and Snow
Third Week . . . Moon and Stars
Fourth Week . . . Domestic Animals

Outline

FEBRUARY

VIII

First Week . . . The Knights

Second Week . . . Abraham Lincoln
Third Week . . . George Washington
Fourth Week . . . Everyday Heroes

MARCH

First Week . . . Knights of Lowly Service

Second Week . . . The Weathervane
Thi d Week . . . Nature Asleep
Fourth Week . . . Nature Awakening

THIRD TERM

APRIL

First Week . . . The Farmer

Second Week . . . The Farmyard Gate
Third Week . . . The Little Gardener
Fourth Week . . . Nature at Work

MAY

First Week . . . The Bird's Nest Second Week . . . Animal Life

Third Week . . . The Light Bird (Spectrum)

Fourth Week . . . Spring Flowers

June

First Week . . . Review Second Week . . . Vacation

Third Week . . . Outdoor Excursions

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Frontispiece

PUBLIC DAY

INTRODUCTION

A OCCUPATIONS

All occupations that are developed at the desks may be termed "Seat work," but it naturally divides itself into two classes — Supervised and Unsupervised work.

Under Supervised work come the occupations included in the drawing course and constructive work of all kinds that are carried on a step further from the kindergarten. This is generally taken during the last half hour of the afternoon, and suggestions for this period are here given in the daily Occupation Outline.

Unsupervised work includes that which is generally termed "seat work" or "busy work," given while one division is reciting. The real problem lies in the domain of Unsupervised work. What materials to use and how the children can be taught to become independent workers. This may be accomplished by a variety and right use of materials.

Materials may be classified according to kindergarten terms as "Gifts" and "Occupations."

The "Gifts" consist of material that is not consumed in being combined in different forms, and therefore does not create a *permanent* product. Pegs, sticks, rings, tablets, etc., form pictures, yet, *not* being kept as such are returned to their boxes for use another day.

Occupation material, on the contrary, is consumed in

being transformed into various patterns. Paper is cut, pasted or folded, and thus remains as a permanent result of the child's self expression. Occupation material supplements the work represented with the gifts and crystallizes the child's ideas in outward form.

Oftentimes work first included in supervised occupations can be given over to unsupervised seat work when the child has gained sufficient skill and independence. Concise directions are needed for either gift or occupation material, but a few simple diagrams on the board will usually suffice and the children can work alone.

B UNSUPERVISED SEAT WORK

I GIFT WORK

Variety of material and its use create interest, and interest makes earnest workers. Do not give pegs, pegs, pegs, when the same purpose can be gained with seeds (squash, corn, beans, sunflower, melon, etc.), with lentils (split peas), colored sticks of different lengths, splints, tablets, rings or counters. (Keep the different kinds of seeds mixed together in a box, rather than sorting each time.) Number, form, color, illustration and design can be developed in many an interesting series with this "gift" material. Let the children keep in their desks a sketch book composed of several sheets of arithmetic paper folded and pinned together. In this let them draw the patterns made on the desk, either freehand or tracing around tablets, etc. Encourage and commend original combinations after the directed arrangement is completed.

GIFT MATERIALS

Lentils — Outlining words, illustrative work.

Seeds — Borders, designing, number grouping, illustration.

Splints - Number work, straight line designs, illustration.

Pegs — Color drill, form, design, illustration.

Pegs and tiles — Color, form, design, illustration.

Sticks—Comparative lengths, rhythm, designing, illustration.

Slats — Interlacing, use as border lines.

Rings — Comparative dimensions, symmetric designs.

Tablets — Form (square, round, triangular, oblong), designing, illustration.

II Occupation Seat Work

This includes the use of such occupation materials as can come under the head of unsupervised seat work after careful directions have been given, or diagrams drawn on the board. Some work will necessarily be first started with the teacher's help, but as soon as possible should be left for the children to continue alone. This encourages self-reliance, and although the results may be poor at first, little by little the children will grasp what is expected of them and be better fitted to think and act for themselves.

Economy of time in giving out materials is gained by letting a few quiet helpers pass out the materials. A "tool box" will be found valuable for keeping scissors, paste papers (a good supply) toothpicks, pencil, name card and cuttings that are kept over to paste later. Ask the children to bring any flat, long, narrow box for the purpose, and

emphasize orderly housekeeping with the box always on the right hand side.

Patterns given for the various subjects should be hectographed on cards of "manila" or "oak tag" paper. The assistance of the second or third grade may be solicited in cutting these out for seat work. Keep each set (enough for two divisions) in an envelope, with the subject marked on the outside, for convenience in finding it quickly. A pattern may be occasionally kept in the tool box for tracing when number work is done. Paste the best units along the top of the blackboard in number groupings and change the border frequently.

OCCUPATION MATERIALS

- Tracing Geometric forms the square, circle, triangle, and oblong. Coloring in cutting out forms and pasting in number groups, border and surface arrangement. Illustration. Simple patterns of interest cut for silhouettes or used in story telling and poster work.
- Cutting Freehand, or from patterns and hectographed figures.
- Folding Construction work based on geometric forms, and patterns of symmetry.
- Designing Combinations of folding and cutting to give "forms of beauty." Pasting colored parquetry papers in patterns.
- Weaving Sequence continued from the kindergarten.
 Use large paper mats with needles, bogus

paper mats without needles, raphia on cards and loom weaving. The latter will need to be started as supervised seat work, but later can be used by one division at a time, alone.

- Sewing Straight line patterns, simple illustrative outlines and invention on all-over punched cards.

 This may be used as undirected seat work after it has been well started.
- Stencils Cutting pieces from folded square or oblong and coloring in the holes thus made when opened. Painting from pattern left by inner cutting in oiled paper or cardboard. (Supervised.)

Clay Objects of interest based on type forms Modelling — (sphere, cylinder, cube) and invention. (Supervised.)

C LANGUAGE SEQUENCE

Every teacher must choose her own sequence of thought for the language work; but if one subject is made the basis of the week's program more systematic work can be accomplished, and greater interest can be developed for seat work.

The sequence given here, and tested in many schools, embodies the spirit of Froebel's Mother Plays while making an advance from the kindergarten in the way of using them. The conversational "Morning talks" of the kindergarten are developed into reproductive "Language work" of the primary. In the latter the object is, not merely to present the subject in a way to awaken the children's interest and

response, but also to gain more definite oral expression and reproduction in complete statements of the subject and story matter. And, as in the kindergarten, the hand work can be related to the subject of the week.

Let us take a brief survey of the sequence of thought here followed.

As the children greet each other socially at the beginning of the year they also look back to the summer months to connect vacation joys with the approaching school work.

Birds are flying South, but will return again in the spring. Nature has been working through the summer and is now scattering the seeds. Man is preparing for the harvest.

In the family circle the child is led to see that he owes its protection to his father's and mother's care and to the carpenter who built the warm house for the coming winter. The carpenter also built the barn for the cow which supplies the child with milk. The baker takes the farmer's grains and prepares the flour for the child's bread. So many helpers to thank, and God who sent them all!

This leads to Thanksgiving, through the historic setting of the life of the Indians, before the arrival of the wandering Pilgrims.

The Christmas spirit is foreshadowed in the celebration of the Father's birthday. He desires to make others happy because of the blessings for which he is thankful. The truths of the Christmas story should precede the myths of Santa Claus, the joys of the toyshop and the Christmas tree.

The New Year reminds us of the value and right use of time, and the clock embodies punctuality and kindred virtues. The winter season brings the wonders of the snow and ice transformation and its long nights enable children to study the changing moon and the star pictures. Household pets must also be cared for.

Patriotism is heralded by the type of manhood embodied in the Mediaeval Knights who are attractive in their appearance and deeds of valor. We stimulate the child with stories of our American Knights — Lincoln and Washington — then come down to everyday heroes, and the less attractive "Knights of lowly service," blacksmith and miner.

March winds are felt, but are an unseen power whose effects only are seen. Nature is awakening from her sleep and is putting forth new life in everything. Easter is the spiritual thought symbolized.

The farmer's work is now beginning, and the harvest will repay his patient labors and vigilance. The child may also do his share in caring for a little garden of his own.

In the nesting season we see the father and mother bird supplying the needs of their helpless little ones which is a mirror of the child's family life and his parents' loving nurture. The returning birds with their songs and beautiful plumage are greeted with joy after their separation from us during the cold winter.

Nature's gifts may be seen and handled, but the fleeting colors of the rainbow like a "bird of light," can be caught only with the eyes.

The spring flowers make the earth glad and we pay a floral tribute to those who served their country so bravely.

The year is near its close, and, as we pause, we look back over that which the year has brought and forward to the vacation, which thus completes the cycle.

D THE DAILY PROGRAM

Since each teacher has her own problem to work out in different conditions no fixed program can be laid out for all; but each can gain a new point of view by seeing a program which is the culmination of the experience of one who was first a trained kindergartner, then a teacher in a first grade where she carried on kindergarten principles, and is now Supervisor of forty teachers in what is called "Kindergarten-First-Grades" in Lynn. (No kindergarten preceding them.) I therefore feel greatly indebted to Mrs. Ivanetta Warren Smith for sharing with us the following daily program on which she retains book rights.

DAILY PROGRAM

TIME	RECITATIONS	SEAT WORK (Undirected)							
	Morning Talk (Morals)	Mon.	Tues.	Wed.	Thurs.	Fri.			
9.00- 9.05	Soldier Game	1	ļ	ł	ļ				
9.05- 9.25	Music { Rote Songs Technical Work								
, , , , ,	Rest Period		İ	į					
9-30- 9-45	Phonics			Free		1			
0 45- 0 55	Word Drill. Class III.	Dege	Words	Cutting	Weaving	Pasting			
9.55-10.05	Word Drill. Class II.	Legs	Words	Cutting	Weaving	rasting			
10.05-10.15	Word Drill. Class I.	ŀ	i .		1				
10.15-10.40	Recess or Game period			1	1	i			
	Quieting Time			Ī					
	<u> </u>		Painting	I	1				
	l		or	1	Needleless				
10.45-10.55	Reading Class III.	Clay	Colored Pencils.	Stringing	Sewing	Tracing			
	Reading Class II.		1	l					
				1	1				
3 03	Drawing				ĺ				
11.35-11.45	Hygiene			l	i				
0 .0	Sense Training or Literature								
1.45- 2.00		C44!	117						
2.00- 2.10	Reading Class I.	Pictures	Weaving	Words	Clay or Plasticine	Stringing			
2 10- 2 20	Reading Class II.	recures			Flasticine				
	Reading Class III.			1					
2.30- 3.00	Manual Work								
0 0	Directed								
	Mon. Paper Folding								
	Tues. Paper Cutting								
	Wed. Hammocks	,		}					
	Thurs. Nature Walk								
	Fri. Clav Modelling				l				

Note: Formal number work is not given till the second year.

FIRST TERM

OCCUPATION WORK OUTLINE

SEPTEMBER

The opening of the school year brings new experiences to the children which they are eager to share with those at home. The necessary separation from home thus brings increased sympathy on the return to it. The birds are preparing to go South, but will return in the spring and their song will tell of their sojourn. Nature has been storing fruits and vegetables which the Autumn will richly share with man and will scatter seeds for future flowers.

First Weck

GREETING

Supervised Occupations

Monday —

"Becoming acquainted" is the first lesson of the early days of school, learning to know each other and how to use the different materials. If the children have come from a kindergarten this will be more easily accomplished. Establish a feeling of social relationship in the new environment by games and morning talks, stories, etc.

A Year of Primary Occupation Work

Lesson with the scissors, to fringe a towel for "clean hands."

Tuesday —

2

Folding lesson. A picture-frame form, probably made in kindergarten. Fold a five-inch square on its diagonals. Fold four corners to center and leave folded. Turn it over and fold points to center again. Without opening fold back the single points to outside corners.

Wednesday — Paste square or round colored papers in groups of twos. See charts 6 and 7, pages 30, 31. Free play at the sand table, also during frequent intervals during the month.

Thursday — With colored pencils illustrate some subject of interest during vacation.

Friday — Freehand cutting of some subject of interest during vacation.

SEAT WORK

Gift —

Color drill. Sort colored pegs into groups of "children with different colored dresses," trees, fruits, houses, candies, etc. String beads of one color for necklaces. Build long rows of houses, fences, trees, boats, etc., of one color. Take two neighboring colors of the spectrum (red, yellow) and make two parallel rows for visiting across the street. Make "square yards" on the tile boards.

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Alternate groups of pegs and lentils. See chart 1, page 4.

Occupation — Free use of scissors or cutting on lines of newspaper columns. Illustrative drawing of subject of the week. Drawing patterns previously made with gift materials.

Circular Series Practice tracing around circular and square tablets on arithmetic paper and cut. Let these first attempts be pasted in the desired arrangement, and the colored paper can next time be used as a "treat." (Cutting the squares is good training even though parquetry papers are supplied.) Give a light and dark 4 x 4 colored square. (Half a sheet of each will be enough at first.) Trace four circles from each strip and cut. Mount on a narrow strip of gray, alternating light and dark. See chart 6, page 30.

Pegs and Lentils Number Sequence

CHART I

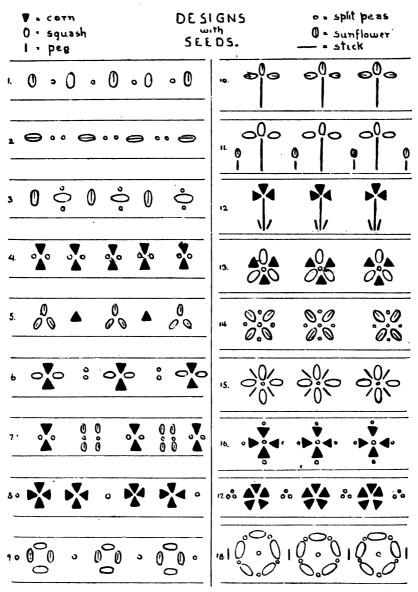
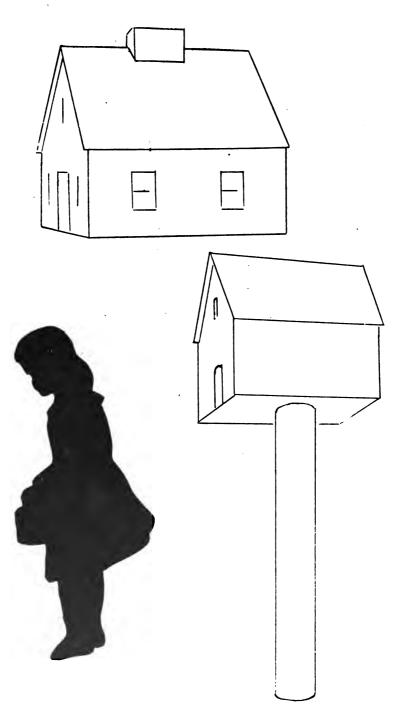


CHART 2



PIGEON HOUSE POSTER UNITS

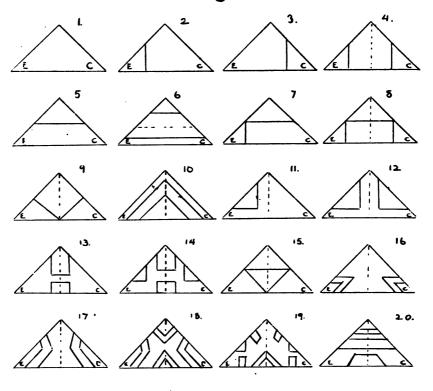
Second Week

PIGEON HOUSE

Supervised Occupations

- Monday Cut out patterns for poster. Hectographed patterns of girl and houses should be given, but the rest should be freehand cutting. Mount on a 9 x 12 sheet of drawing paper.
- Tuesday Illustrate story of "The Crane Express,"
 "In the Child's World."
- Wednesday Clay. Make a cube from a ball by gently patting it on opposite sides and call it a "pigeon house." Cut another cube on a diagonal and add one half for a roof. Apost may be added to lift it from the ground.
- Thursday Make a border of flying birds, using a pattern. Mount on a long narrow strip of gray paper. Alternate units cut from a black and a white square.
- Friday "Froebellian cutting." Unit:—Fold a fourinch square on its diagonal. Without opening fold the two points together and once
 again into a small "kite," that divides the
 square into eighths. Hold by the center
 and cut off a large piece from the corners
 that are free. Open, arrange parts around
 the large piece and mount on gray paper,
 6 x 9. See charts 3 and 4, pages 8, 9.

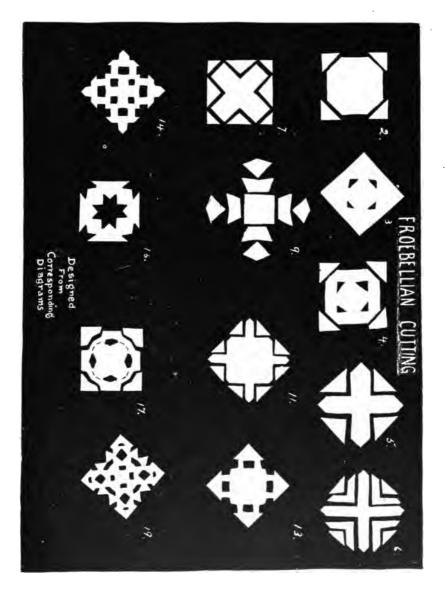
Froebellian Cutting Diagram.

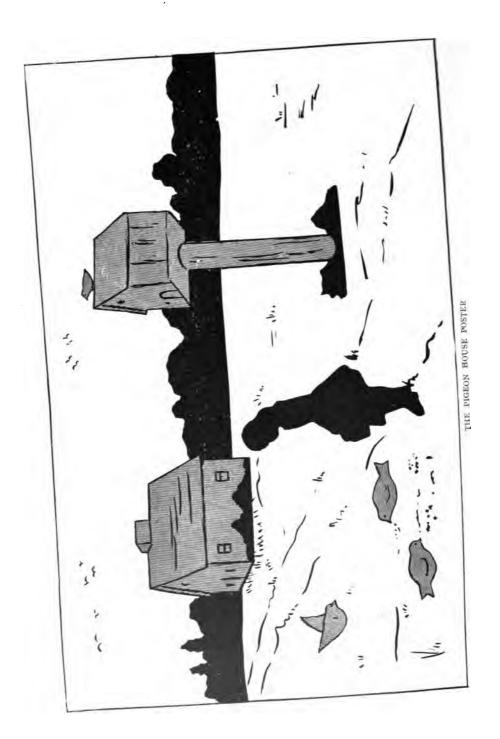


C = center

___ = rolds

Unit - Square folded on diagonals.





SEAT WORK

Gift —

Combine square tablets to form a large pigeon house. Outline different kinds of houses with pegs, sticks, and lentils. Number grouping in twos, "birds flying into their house." Combine two sticks or pegs in as many different ways as possible, side by side, letter T, angles of different widths pointing in different directions, and vertical and horizontal combined. Use triangular tablet for the roofs of houses made with square tablets. Also outline them with sticks.

Occupation — Paste square parquetry for color drill or illustrating pigeon house. Trace around large square card and draw windows and doors of "house." Trace around small square, color, cut and paste in a straight row or in twos. Color patterns of flying birds, cut and use for blackboard border. Illustrative drawing and cutting.

POSTER WORK

Hectograph the units for the month's poster on 5 x 5 or 6 x 6 squares of white or black cutting papers. For larger units use gray or white drawing paper. The small units for freehand cutting should be cut from the "scraps" left from the hectograph patterns to instill economy of material. If more is needed give half another square.

Use 9 x 12 sheets of white or gray drawing paper for the background and half a sheet of another value for landscape foregrounds as indicated. Paste foreground first, then units according to size and importance. Be careful to emphasize good arrangement, and be sure that things are not "in the air."

Finish the cutting of all units before pasting. In the later months give the cutting and pasting in two different periods to avoid haste.

The teacher should cut the units and mount on a sheet of white Bristol board 10 x 15, from which the children can work.

PARAGON PARK

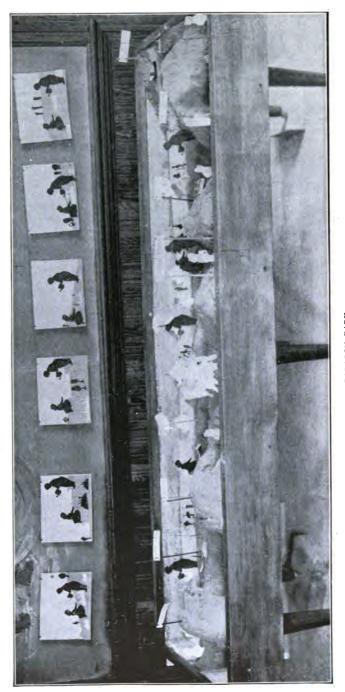
On the Sand-Table

Trips to the beach or to out-door places of amusement were of special interest in vacation and other vacation joys should be dwelt upon. The wonders of the "Shoot-the-chutes" and "Roller-coaster" were chosen from among these for our sand-table and the beach was called "Paragon Park" (of Nantasket).

Modelling the Park

The children scooped the wet sand out along the back edge of the sand-table for the "ocean." Long strips of light blue construction paper were cut and laid down for the water, and the nearer edge held down with a covering of sand. On the right hand end the sand was piled up for a steep slope and a paper strip was continued from the ocean up the incline for the "Shoot-the-chutes."

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PARAGON PARK (For September or June)

F. P 13

The sand scooped out from the ocean was then modelled into "houses" which were tunneled out or made into caves of such giant proportions that we had to call them "palaces," "Crystal maze," "Fire-eater's cave," etc., and signs floated from their tops. When the modelling was completed to their hearts' content paths were levelled down from one excavation to another and along the beach.

PATTERNS

Patterns of boy and girl digging in the sand were cut from silhouette paper and splints were pasted the full length of the backs to keep them from curling when inserted in the sand. Of course sunbonnet babies and overall boys made the trip also and were scattered up and down the beach as well as in the various "caves" and "tunnels."

Patterns of boats were cut from white drawing paper and toothpicks glued to the backs were inserted through the blue paper into the sand beneath. Tiny black figures of "children in bathing" were folded and cut, or cut without folding and with the aid of toothpicks "waded into the water."

SHOOT-THE-CHUTES

On the blue incline a flat bottomed boat was folded on the sixteen-square foundation and strips pasted across for seats. A sunbonnet baby sat (pasted) on one and went sliding gaily down the "chutes," not caring if she did go down backwards at times.

TENTS

Strips of birch bark were laced together. One of these was raised from the sand by pointed slats inserted through the sides and turned into a "Lemonade-peanuts-and-ice-cream booth." Beneath it were birch bark seats made by inserting pieces of toothpick through the ends. Children stood ready to partake. These were also placed along the beach and in the waves.

ROLLER COASTER

A long, narrow strip of manila paper was cut and the edges turned up. This was bent and curved to give the "bumps," and the edges cut where the folds came. This was raised above the sand by short, pointed splints near the ends and longer ones in the center. Along this "Railway" tiny folded pieces of black paper were pasted for cars.

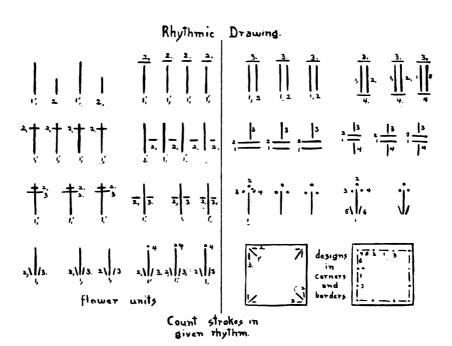
A clown astride a pair of horses attracted the attention of passers-by, which made a busy day at Paragon Park.

Third Week

SEEDS

SUPERVISED OCCUPATIONS

- Monday Ask the children to bring in all kinds of seeds. Draw the horse-chestnut or other large "seed cradle."
- Tuesday Paint a large red apple and add a brown stem. If sewing is to be taken as an occupation a simple outline is good for a beginning.
- Wednesday Make a border or surface design with hydrangea "flower" units. Paste them on white or gray paper 6 x 9, and although they will not be permanent, it is effective, and affords good material for a wall paper design.
- Thursday Color the Fall dandelion, both in its yellow and its white dress. Use white chalk on gray for the latter.
- Friday Rhythmic drawing. Let the children draw to counts in the following manner. Count "one two, one two," and with the accent make a long vertical line and follow it with a short vertical on "two," etc., drawing it on the board at the same time "long, short." Combine one long vertical with a short horizontal as a "cap," crossing it, or beside it. With the rhythmn one, two



three, make one long and two short vertical or horizontal strokes. Make a "telegraph pole" with one long vertical count, "one," and two lines of different lengths crossing at the top, "two, three." The accent should come on the long line.

With the "one, two, three, four" rhythm, combine line and dot as in a flower unit. One long vertical with three dots, "two, three, four" above it. Many other combinations introducing diagonal lines as leaves can be worked out. This can be done with colored crayons or with paint strokes. (See Illustration, page 16.)

SEAT WORK

Gift —

Use large seeds in number grouping, outlining and border arrangements. Squash, corn, sunflower, large beans, split peas (lentils), melon, acorns, acorn cups and horse chestnuts afford variety of size, color and form. Group threes in different combinations. Add stick for "flower stem" in border patterns. (See chart 2, p. 5.) Develop the triangle and use triangular tablets arranged symmetrically around the square tablets. Use whole rings in concentric circles and balanced designs. (See chart 5, page 22.) Do the same with circular around square tablets. Ask the children to

bring in maple seeds, rose hips, and snow berries to string. Let each bring a box in which to keep the seeds till there are enough to string.

Occupation — Draw designs made with the seeds. Use dotted paper on which to reproduce straight line patterns, with a flower unit at each dot. Trace around triangular tablets, color, cut, and paste in designs previously worked out with tablets.

To add interest to practice work of writing letters, "sounds," numbers and words, use patterns of simple fruits — apple and leaf, pear, bunch of grapes, orange, etc. Let the children trace around the patterns, color, cut and write on the other side. This gives a variety of seat work and makes the drill a pleasure. Booklets can be made by laying the left hand edge of the pattern against the folded edge of arithmetic paper, and cutting it double.

OCTOBER

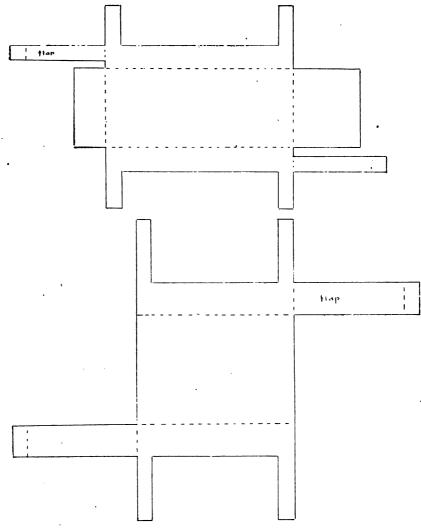
Nature has been caring for her baby seeds in seed houses. How much more does father and mother care for brother, sister and baby and love to prepare a home for the family circle! The carpenter must be called upon to build a warm house for the coming winter and everything must be in readiness. Food is gained by the interdependence of man and Nature. (See "Grass Mowing Mother Play.") Then the child can enjoy his bowl of milk and butter for his bread. The harvest's bounty fulfills the promise of the spring and rewards the farmer's patient labors.

First Week

FAMILY

SUPERVISED OCCUPATIONS

- Monday Cut members of the family from fashion sheets and color the dresses and suits. Paste on large sheets of paper and add paper furniture if possible to make a paper doll's house book. See Kindergarten Review, January, 1909. "Rainy Day Plays."
- Tuesday Make clothespin dolls. Mark face on head of doll, wrap it in colored tissue paper, paste edges of the dress together and tie a



PATTERNS FOR BED AND TABLE

sash of raphia or worsted. Paste a circular colored parquetry paper for a hat.

Wednesday — Fold a table from a five-inch square. Fold on diagonals. Fold four corners to center and leave folded. Turn it over and fold points to center again. Open and pinch corners on the diagonals as far as the small square in the center. When colored cutting paper is used having one side white this latter fold will be more easily made if the square is folded at first with the colored side in.

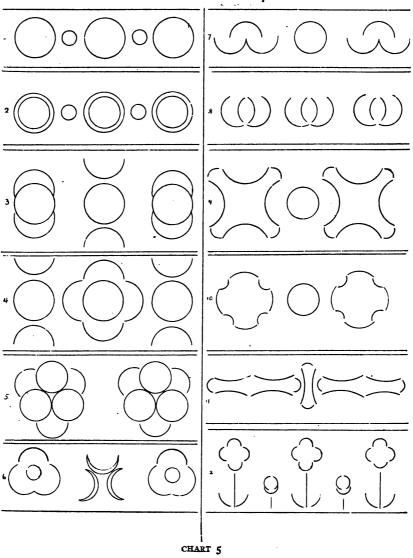
Thursday — Clay. Make a cradle for the baby. Start with a ball, make a deep impression with the thumb and add rockers. The children will probably want to make a baby for it, too.

Friday — Froebellian cutting. Same unit. Make two horizontal cuts and paste the strips around the whole at different angles. Or illustrate "Red Ridinghood."

SEAT WORK

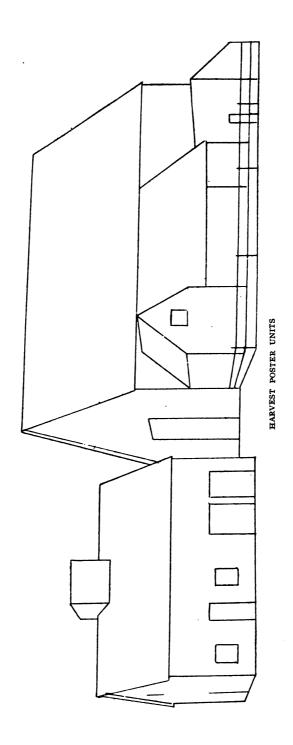
Gift — Combination of seeds and pegs in fours to make the square as a unit, also the radiating flower form. Develop fives by placing a small seed in the center. Five is the number typical of family unity — father, mother, brother, sister, and baby. Alternate three

RINGS Wholes, halves, and quarters.



long and two short sticks for rhythmic repetition. Place one whole ring with four half rings touching by their ends at opposite sides. "Family group." Vary the position of the half rings, turning the ends out, or touching by one end in a whirling form. Make concentric rings. (See chart 5.) These graded rings can be borrowed from the kindergarten. Group pegs by color, alternating fours and ones. String beads by form in twos and threes, five of a color. With lentils outline figure five on the desk. Grade sticks by lengths in groups of five, or construct five vertical lines by placing five pegs end to end, then four, three, two, and one to give comparative lengths. Illustrate subject by simple outlines.

Occupation — Trace around circles of different diameters, color, cut and paste. Cut two circles in halves and arrange around one whole, or place four small around one large circle. Use disks of different diameters and draw concentric circles. Cut out string of paper dolls made by folding a strip fan-shaped and cutting one half the doll from folded edge. Free hand cutting of baby's cradle, carriage, and members of the family. Draw what each does to help. Trace words relating to the family.



Second Week

CARPENTER

SUPERVISED OCCUPATIONS

Monday —

Fold house based on sixteen squares. Unit: Fold on diameters. Open and fold front and back edges to crease. Open, turn paper half way round and repeat with remaining edges. On opposite edges cut on creases as far as the first long crease. Lap the two middle squares completely over each other and paste, which gives the slanting roof. Fold the end squares till ends lap and paste one end over the other. Cut a door that will fold back.

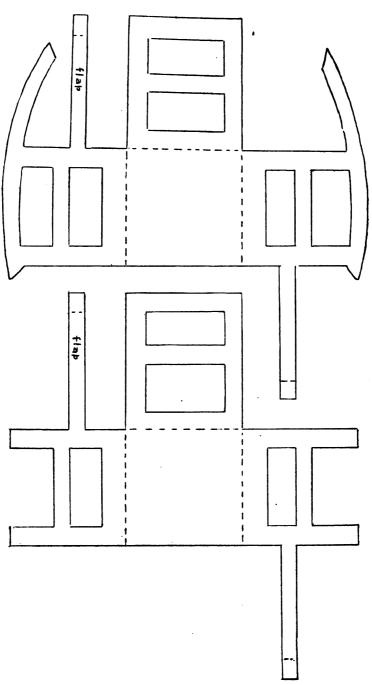
Tuesday —

Start October poster. Cut hectographed pattern of farm-house and barn from black cutting paper 6 x 6 and mount. Freehand cutting of landscape from silhouette or colored paper. The harvest subjects may be added in the last week.

Wednesday - Illustrate "Three Bears."

Thursday —

Fold chairs to set up to table of last week. Fold the sixteen square unit. Open and fold again on one diameter with open edges toward you. Fold the diagonal of small squares in upper left and right hand corners. Open fold and tuck the ends of the folded edge inside as far as the diagonal of the



PATTERN FOR CHAIRS

small squares. This gives the slanting sides of the roof. (This can end the first lesson as the steps are hard.) Open ends and flatten the fold toward the center on each side. Fold inside flap up to back edge and fold left and right flaps to center. Pull inside flap half way down and the chair is complete.

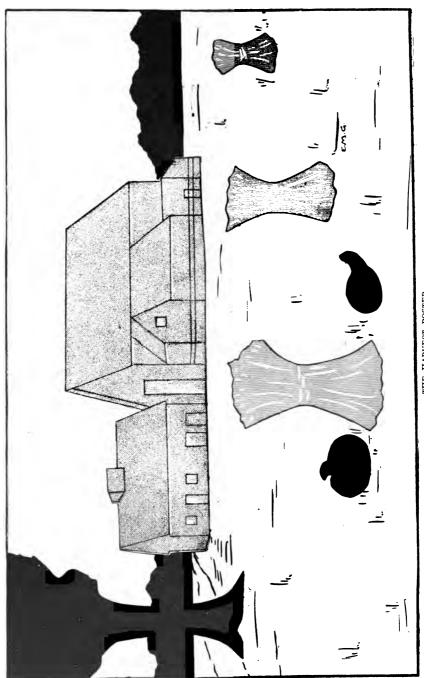
Friday —

Make a cardboard house on the sand-table for the children in which they can place their chairs and tables. See sand-table in December and also the furniture patterns. This can be done now by a few who are good in hand work.

SEAT WORK

Gift —

Outline houses with sticks, pegs, seeds, lentils, and represent with square and triangular tablets. Reproduce carpenter's tools. Continue number grouping with seeds, taking unit of six as found in the house and slanting roof. (4+2). Outline figure six on desk and make hexagonal design. Flower form of five with stick for stem gives an effective border for the six unit. Also two concentric rings with four half or whole rings touching in different ways. Interlace six slats and open for square "windows" in the house.



THE HARVEST POSTER

Occupation — Freehand cutting of carpenter's tools and house with door and windows. Trace around squares and write a figure or "sound" in each "house." Draw the various things that the carpenter makes to furnish the house. Attempt folding a five-inch square into the tablecloth pattern given as directed occupation work, to see how far they can go alone.

Light-and-Dark Series. On squared paper let the children shade in one large square (covering four small squares) with a heavy stroke of a soft, black pencil. Omit a square of equal size and shade the next with a light stroke, the next a dark, and so on, alternating light and dark. This helps them to appreciate the difference in stroke when called for in drawing. The same can be done with colors to teach tint and shade. Attractive designs are made by grouping light and dark squares and circles, wholes and halves. See charts 6 and 7.

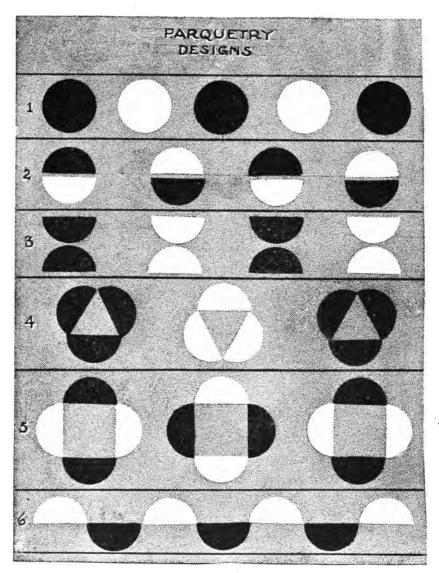


CHART 6

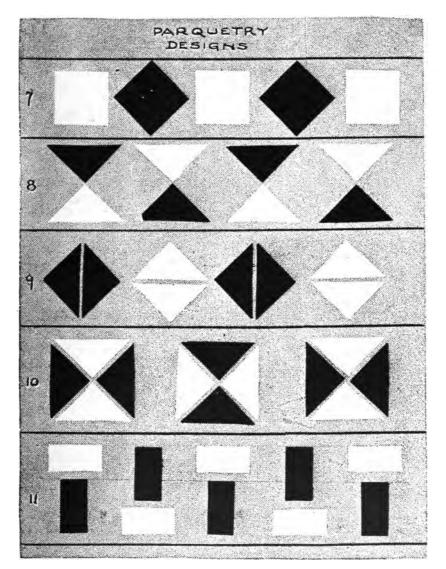


CHART 7



PATTERN FOR A COW

Third Week

MAN AND NATURE

Mowing Grass Mother Play

Supervised Occupations

- Monday Illustrate a harvest field with colored chalk on gray paper. Indicate stacks of hay or corn and the full moon just rising above the hill. Or illustrate "Old Woman and Her Pig," "How to tell Stories," Bryant.
- Tuesday Trace around pattern of a cow. This can be used on the sand-table in a cow pasture.

 Make a fence and barn (based on the sixteen squares formation and a smaller one for a farm-house).
- Wednesday Make paper chains. If colored strips are not furnished let the children cut on the lines of writing paper and color with crayons. Or fold a 5 x 5 square of colored paper into eighths, lengthwise, cut on the creases and paste ends together for links of the chain. Two children having different harmonious colors may exchange strips to give alternating colors. Paste individual chains together to form a long chain to decorate the room.
- Thursday Trace around large circles, letting them overlap to form a chain. In these let the children draw simple figures to represent

the helpers on the farm and in the dairy which help to provide milk for the children's supper. (See Mother Play Commentary, Susan Blow.)

Friday —

Arrange sand-table illustration. Add a picture of a milk-maid for the dairy. A harvest scene can also be worked out by using piles of real grain and adding a clay cart and harvest tools. (See article, "The Orchard.")

SEAT WORK

Gift —

With lentils outline barn for cow, the milking stool, pail, and churn, also the pitcher and "bowl of milk" for the child's supper. Use whole and half ring for pail and handle and repeat unit. Combine long and short sticks for hay cart. Number grouping of sevens. With one long stick and six pegs make a long handled rake that is used in connection with the mowing process. Alternate color groups of five and two, six and one, four and three, "all making seven."

Occupation — Freehand drawing and cutting of dairy and farmer's utensils. Trace around pattern of cow and cut, also units for poster. Fold a five-inch square into sixteen squares as for house, after directed lesson. square into halves on central crease and paste. At another time, cut one of the halves





THE "DEAR OLD ORCHARD"

F. P. 35

into halves and paste in symmetrical design. Again cut the half into quarters and arrange the small pieces around the large. Represent a cart with square and circular parquetry papers. Trace around Autumn leaves, color, cut and paste on blackboard for a border about seven inches wide. Draw border lines of white and colored chalk above and below. Change units as season changes.

THE ORCHARD

"Down in the dear old orchard" (Holiday Song Book, Emilie Poulsson) had been sung with zest, and harvesting dwelt upon, so that the children were ready to "plant the fruit trees" and "reap the harvest."

The farmhouse and barn used in the poster was given a place at the center of the longed ge of the table and the children laid out paths leading up to it and around the sides of the table. The left hand half was reserved for "the orchard" and the right hand for the fields of wheat and corn. One child's fancy molded rows of sand in which the trees were planted later.

FENCES

Toothpicks were woven through the ends of narrow strips of arithmetic paper for rail fences. These with shorter strips for "gates" were inserted in the sand to border the paths. The fences were made at the seats before the sand-modelling took place.

TREES

From shapes of trees drawn on the board the children drew, colored and cut out fruit trees. Dots of color within the green representing various fruits — red, apple; yellow, pears; purple, plums. Toothpicks were glued on the backs of these, and a few children were selected from regular seatwork to "plant" these trees in the orchard. The placing of the various units on the table was done at odd moments after the sand had been modelled.

FRUITS

From small pieces of colored paper various fruits were cut freehand, and pumpkins also. These were all necessarily small in proportion to the trees, but even then due proportion could not be regarded. Toothpicks glued to the backs kept them upright on the ground among the trees.

CARTS

Carts were made of yellow paper 6x6 folded on the sixteen square foundation, with one row cut off. Horses were harnessed to the tongue of the cart by means of strips of paper pasted over their backs to the tongue of the cart. It was then loaded with "vegetables" or "grain."

GRAIN

Stacks of "wheat" and "corn" were made by tying small bunches of uncolored raphia in the middle. A tooth-pick pressed up through the center of the stack was then inserted in the sand and the raphia spread out in true harvest style. Another cart carried off a load of wheat to the mill.

MILL

This consisted of a house based on the sixteen square foundation which was placed near a "mill pond" (of blue paper) at the right hand end of the table. At one side of the mill was a water wheel. This was made by piercing a stick through the house and the longer end inserted through a small circular tablet. Running over this was a long, narrow strip of blue paper (for water) which came from behind the mill and "ran down into the pond." The pond also afforded a place for the cows to drink.

DAIRY

Sunbonnet babies and overall boys were colored yellow and blue (Term III), from hectographed units and did their work in the orchard and grain fields. A couple of little maids sat on birch bark stools to "milk the cows" in the barnyard. A clay churn represented the dairy products of the farm.

SUGAR HOUSE

In the left hand corner of the table a birch bark tent was sewed with raphia for a maple sugar house, and a large maple grove was cut from green construction paper. Of course this industry was not being followed at this season of the year.

COMMUNITY WORK

In planning an illustration on the sand-table the teacher should have quite a definite plan with which to start the children. Arouse their interest first in the subject to be represented. Then at the table suggest the various parts to be laid out and indicate which children shall make "paths," "river," "pond," etc., else helter-skelter digging will result. The teacher's plan, however, should be elastic, so that the children's ideas can be adapted readily in the general scheme. Always precede the modelling of sand with the preparation of patterns or folded units at the seats. This will give a more definite interest and picture of the work.

Take only a few children at the table in any group, eight is a good number. Then take another group at another time to add something else. Add units little by little, always accepting any suggestions for additional units when possible.

These photographs and articles are not given with the intention that they be reproduced literally in the schoolroom, but merely to show what has been done in community building and for suggestive work in other rooms.

Fourth Week

HARVESTING

Supervised Occupations

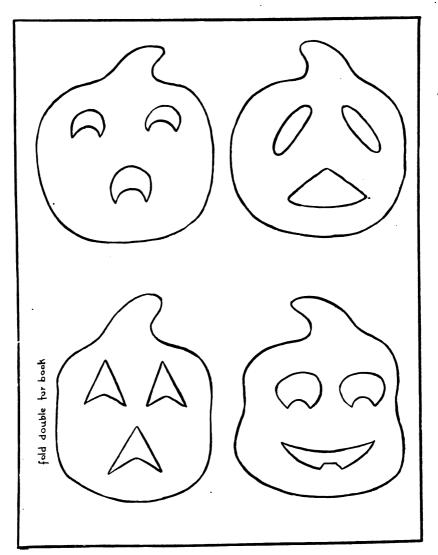
Monday — Cut a red apple and add a green or brown paper stem. A leaf may be used with it in number grouping for a border pattern.

This can also be traced and colored in with colored crayons.

Tuesday — Let the children bring in vegetables and fruit from which to draw. Clay can be used for modelling lesson.

Wednesday — Jack-o'-lanterns. Give the children patterns of faces with different expressions of emotion and let them trace them on orange paper. Cut them out and paste yellow paper on the back for candle-light shining through. This makes a grotesque black-board border.

Friday — Hallowe'en Games. (On day nearest to, or on, Hallowe'en.) Stretch strings in several corners of the room, tie apples and doughnuts to let the children bite at them, hands behind the back. Also place large pan of water on sand-table to "duck" for apples. Let two children "race" with potatoes in two rows to be placed in dishes at the end of the rows. Have real Jack-o'-lanterns lighted about the room.



JACK O'LANTERN FACES

SEAT WORK

Gift —

Use colored pegs to outline fruits and vegetables according to their color—red, "apple," orange, "pumpkin," yellow, "lemon," green, "squash," blue, "grapes," violet (purple) "plums." With lentils or pegs outline large circles for Jack-o'-lantern and indicate on the board different facial expressions to be made inside. Number grouping with eights, combining two fours turned horizontally in repeated border-pattern, or alternate six and two, seven and one. Make octagon. Interlace eight slats and open, then push the slats together by twos.

Occupation —

Trace around patterns of fruits and vegetables or cut freehand from colored paper or silhouette. Use Jack-o'-lantern patterns for number units, paste in twos. Free hand cutting for poster units and patterns. Illustrate harvest scenes. For writing booklets use the Jack-o'-lantern, oak and maple leaves and large acorn.



THE BAKER POSTER UNIT

NOVEMBER

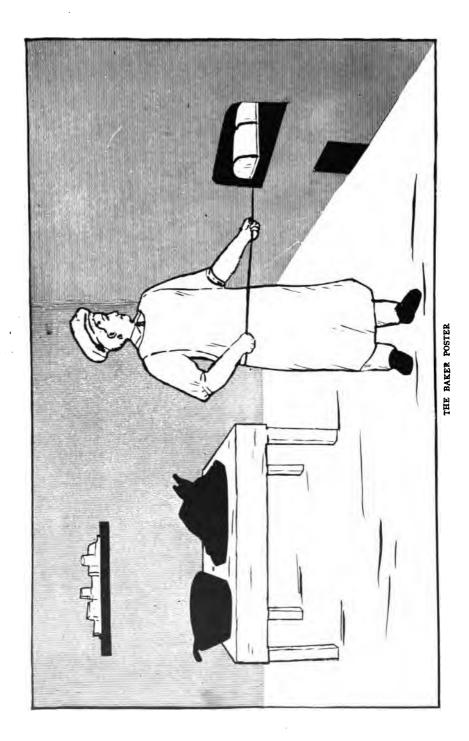
Wheat has been procured by the efforts of Man working with Nature. Now it is ready to go through the process which will change it to flour and then be made into bread for the child's supper. This is the work of miller and baker. How many helpers are needed to make the bread and butter that we have for supper? This thought is given in the Mother Play, "Pat a Cake."

First Week

BAKER

SUPERVISED SEAT WORK

- Monday Poster. Cut hectographed pattern of baker and table from white drawing paper and cut out utensils from black. Mount on large sheet of manila paper. Use strips of gray with section cut out for walls.
- Tuesday Freehand cutting of "Mother's baking day."
- Wednesday Clay. Make ball and flatten for cookies, pies, etc. Cut out center with pin for "doughnuts." Use pin for marking pies and decorating the edge, also for "hot cross buns."
- Thursday Illustrate story of the "Gingerbread Boy,"
 "For the Children's Hour," Lewis and
 Bailey.



Friday —

Froebellian cutting. Make a horizontal and a vertical cut and paste parts around the whole. Circular cuts are effective. Start with a circle (traced by the children) fold into eights and cut off pieces. Mount on a larger circle. Inner cuts (similar to snow-flake patterns, Term II) also make good design.

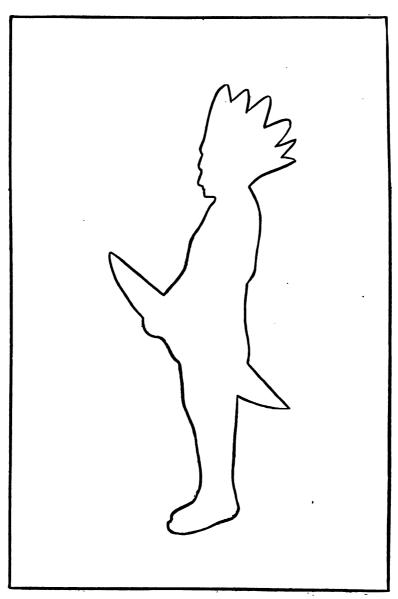
SEAT WORK

Gift —

Develop sequence of "long and short" with short sticks and pegs. Alternate one long and one short, one long and two short, two long and two short, two long and two short, etc., using color grouping as well. Alternate "line and dot" with pegs and lentils in the same manner. Also with short splint and stick, "wide and narrow lines. Use combination of five and four to make the unit of nine. Outline baker's utensils—pan, spoon, stove, etc., also the mill, mill wheel and bags of flour. Use concentric rings for "doughnuts," graded rings for "pies," "rolls," etc.

Occupation —

Cut baker's utensils and produce (doughnuts will be a specialty) and units for poster. Cut a stove from silhouette paper and cut door that will open, also the right-angled stove pipe. Illustrate steps in the process of bread-making, showing the work of farmer, miller and baker.



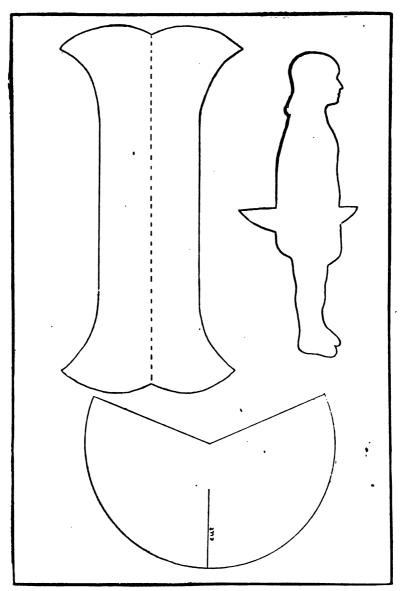
PATTERN FOR INDIAN

Second Week

INDIANS

Supervised Occupations

- Monday Wigwams. Cut from circle and decorate with Indian designs, as suggested in accompanying sand-table article, page 61.
- Tuesday Canoe. Use heavy paper and sew or paste ends. Seat may be added and pattern of Indian seated on it. See folded unit.
- Wednesday Weaving. Paper mats (may be begun earlier than this if desired), with standard colors, tints and shades, in patterns continued from kindergarten. See chart 8 and accompanying formulas, pages 51-53.
- Thursday Indian feather head-dress. Fold newspaper, doubled, lengthwise. Fringe it three fourths of the way up, and pin ends together. The waving fringe is quite feathery. An old shawl brought from home will complete the effect.
- Friday Indian silhouettes. Cut from patterns, add support and place on sand-table for celebration with canoes, wigwams, and pine twigs. Save one end of the table for the Pilgrim units. See *Primary Education*, November, 1909, for "Rain Dance," and tent buildings.



PATTERNS FOR HIAWATHA, WIGWAM AND CANOE

SEAT WORK

Gift—

Indian border decorations with Make sticks, pegs and lentils. Outline wigwam, canoe, bow and arrow, etc. Count with pegs, "One little, two little, three little Injuns" and group the "ten little Injuna boys" in threes. Note the number of groups and number in each group. Note the angle of the wigwam and turn it in different directions for symmetric design. Cross splints for "sun and stars."

Occupation — Cut wigwam, canoe, trees, and make forest illustration. Use pattern of Indian for number unit, blackboard border, and sandtable illustration. Trace around triangular tablet on arithmetic paper for wigwams. and cut. Cut a slit in the base for door, fold it back, repeat and paste a row on a long, narrow strip of gray paper. Use pattern of canoe (double fold) for writing book pages and paste several sheets together at the binding. Illustrate Hiawatha.

> Turn triangular tablet on point, alternate with it on base, and color them brown. Add border lines, using a slat with which to draw.

WEAVING DESIGNS

Children who have not had the benefit of a kindergarten training should be started with oil-cloth mats cut in wide strips and woven with colored slats. Small gray paper mats with wide spectrum strips should follow, then larger mats. (See construction work photograph). As an advance over kindergarten work come the Bogus mats and strips in several delicate tints. The children can cut the strips narrow or wide, on the lines as needed. The mats are cut by the teacher, wide or narrow strips, with a sharp sloyd knife. The strips are stiff and can be woven with the fingers, while the difference in widths affords a greater variety in design and invention. (See construction photograph, larger mats. This work and that with the smaller kindergarten mats was done by first grade and sub-primary children during the first four months of school, following one year in kindergarten. raphia, worsted, and loom weaving was taken during the following winter and spring months.)

The following kindergarten formulas for weaving are a few of the many that can be readily invented by teacher and children. For further suggestions see the excellent colored charts in "What and How," Palen and Henderson. Milton Bradley Company

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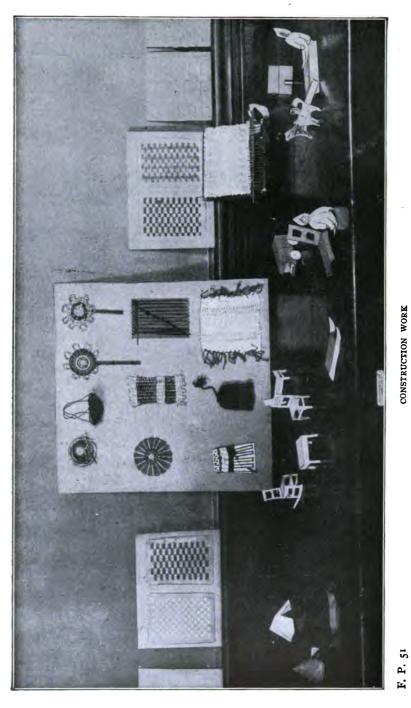


CHART 8. (Page 52.)

No. 1. (1 and 1)

First strip over 1, under 1. Second strip under 1, over 1.

No. 2. (2 and 2.)

First strip over 2, under 2. Second strip under 2, over 2.

No. 3. (3 and 3.)

First strip under 3, over 3. Second strip over 3, under 3.

No. 4. (Steps to left.)

First strip over 2, under 2.

Second strip under one, over 2, under 2, etc., by 2's.

Third strip under 2, over 2. (Reverse of first.)

Fourth strip reverse of second.

Fifth strip same as first, and continue.

No. 5. (4 and 4.)

First strip over 4, under 1, and repeat.

Second strip under 4, over 4. (Reverse of first.)

No. 6. (Steps to right.)

First strip over 1, under 2, over 2, etc., by 2's.

Second strip under 2, over 2, and repeat.

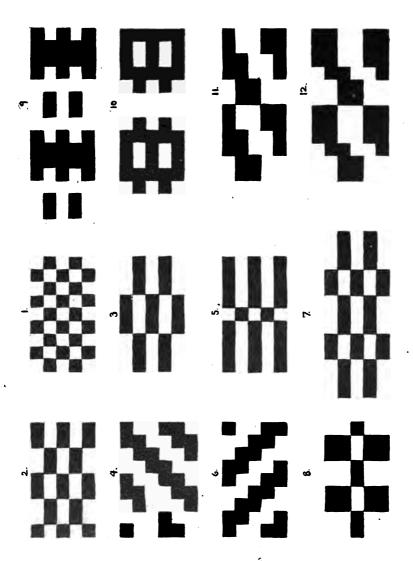
Third strip under 1, over 2, under 2. (Reverse of first.)

Fourth strip over 2, under 2. (Reverse of second.)

No. 7. (3 and 2.)

First strip under 3, over 2, and repeat.

Second strip over 3, under 2.



WEAVING DESIGNS CHART 8

No. 8. (2 and 2, wide and narrow.) First strip *under* 2, over 2 (wide). Second strip *over* 2, under 2 (narrow). (Alternate strips.)

No. 9. (4 and 4, 2 and 2.)
First strip over 4, under 4.

Second strip under 1, over 2, under 2, etc., by 2's. Third strip same as first, and continue.

No. 10. (4 and 4, 2 and 2.) (Reverse of 9.)

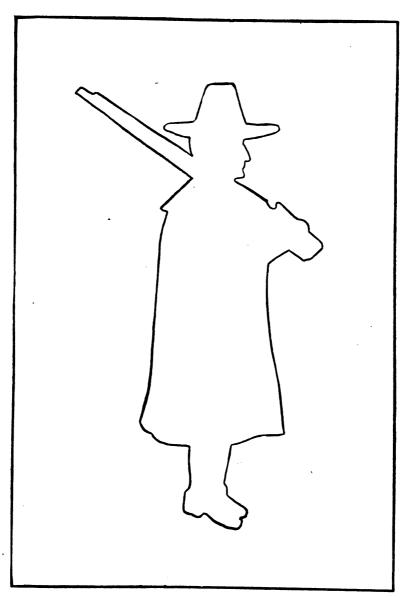
First strip over 4, under 4. Second strip over 1, under 2, over 2, etc., by 2's.

No. 11. (4 and 2, 2 and 4.)
First strip over 4, under 2, and repeat.
Second strip under 2, over 4, and repeat.
Third strip reverse of first.
Fourth strip reverse of second.
Fifth strip same as first, and continue.

No. 12. (3 and 3, 4 and 2.)

First strip over 3, under 3.
Second strip over 4, under 2, and repeat.
Third strip reverse of first.
Fourth strip reverse of second.
Fifth strip same as first, and continue.

These same designs can be made on ½ inch squared paper, by coloring in the squares with colored crayons. Rugs for the doll's house can be thus designed.



PATTERN FOR PILGRIM

Third Week

PILGRIMS

SUPERVISED OCCUPATION

- Monday Silhouette landscape cutting illustrating historic settlings in Holland, England, and early settlement church and woods.
- Tuesday Clay. Make individual huts, or a community hut from pieces of clay rolled out by the children. With a sharp knife cut an opening for a door.
- Wednesday Fold Pilgrim houses from 6 x 6 squares of gray, based on the sixteen square formation, for the Pilgrim village on the sand-table.
- Thursday Border patterns with Pilgrims as unit.

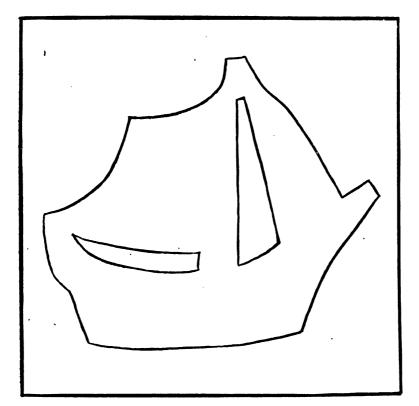
 Paste a toothpick on the back and insert a few in the sand-table.
- Friday Complete sand-table illustration, letting the children take turns placing the work.

SEAT WORK

Gift — Continue sequence of angles and use in roof of Pilgrim's hut and steeple of church. With lentils outline cradle, Pilgrim hat, kettle, Dutch wind mill and "Mayflower." Use horizontal lines in sticks and pegs for designing.



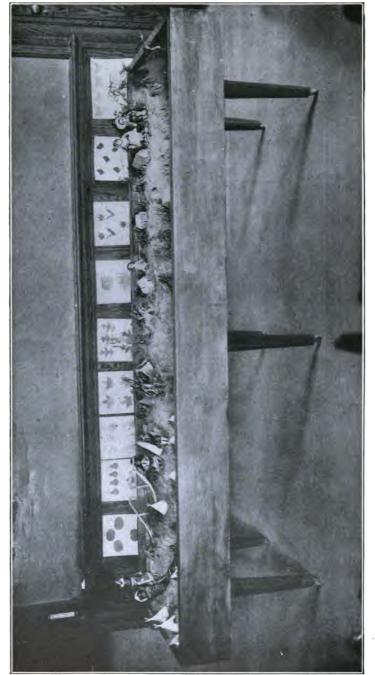
"MAYFLOWER" STENCIL



PATTERN FOR "MAYFLOWER"

Occupation — Use patterns of Pilgrim, "Mayflower," cradle, hat, kettle, as number units and blackboard borders. (See Primary Education, November, 1908.) Freehand cutting and drawing of the Pilgrims' journey and arrival. Make landscape effects with Dutch windmills on the Holland coast, "Mayflower" on its way over to the woody shore of New England, and an Indian to greet them. The stencil of the "Mayflower" is effective done with white chalk on gray drawing paper.

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"INDIAN AND PILGRIM VILLAGES"

F. P. 59

INDIAN AND PILGRIM VILLAGES

ON THE SAND-TABLE

As the historic period commemorating Thanksgiving approached, the Sub-Primary arranged on the sand-table a representation of Indian and Pilgrim life.

Indian Village

In the wet sand a winding course for a river was dug to the level of the zinc lining and strips of blue paper, overlapping each other, were laid in the wide river-bed and the edges covered with sand. Along the high banks tiny pine saplings and twigs of evergreen were inserted for the "forest primeval" and all was in readiness for the Indians.

WIGWAMS

The wigwams were made from large circles of manila paper from which a wide section was cut from the "pie." The remaining "pie" was carefully colored with brown crayons and Indian hieroglyphics marked in red. The edges of the wigwam were pasted to form the cone and a slit cut and folded outward for the door. The best were duly "erected" among the forest trees and a real birch bark wigwam given to the "chief" who stood in front.

CANOES

Double folding patterns of canoes were traced on brown drawing paper, cut, and the ends sewed with colored worsted. Strips of the same paper were folded down at the ends and pasted inside for seats. Patterns of Indians were seated thereon and the canoes were ready for the "river." The birch bark canoes and a snow-shoe brought by the children were given places of honor; but the crowning features were dolls representing an Indian brave dressed in leather, a chief with feather headdress, fair Pocahontas and an Indian squaw with pappoose beside her (left-hand corner of photograph). These were a constant source of interest and fascination.

PILGRIM VILLAGE

The other end of the sand-table was left a wilderness till the Pilgrims came to occupy it.

Where the river widened to the "sea" a pattern of the "Mayflower" was cut to "bring the Pilgrims over." Soon, houses (based on the sixteen square formation) were folded from 6 x 6 squares and "built" in the woods, while the friendly Indians looked on from their own village.

The pride of the Pilgrim village were "John Alden," with his pilgrim hat, "Priscilla" in cap and kerchief, and a little Puritan maiden in gray "homespun" and white cap.

Such was the interest in the villages that we left them till it was necessary to prepare for the Christmas illustration, when Santa Claus and his reindeer claimed their own place in the children's hearts.

Fourth Week

THANKSGIVING

Supervised Occupations

Monday — Illustrative drawing. Everything for which to be thankful. (General review of Fall subjects.) Dwell but slightly on Thanksgiving feasting.

Tuesday — Scrap-book of pictures cut out by the children at home, at teacher's suggestion. Let each child paste a page for the book to be given to some sick child. Inspire the true spirit of giving to make another happy.

Wednesday - Finish scrap-book, and tie with raphia.

Thursday — Thanksgiving holidays.

SEAT WORK

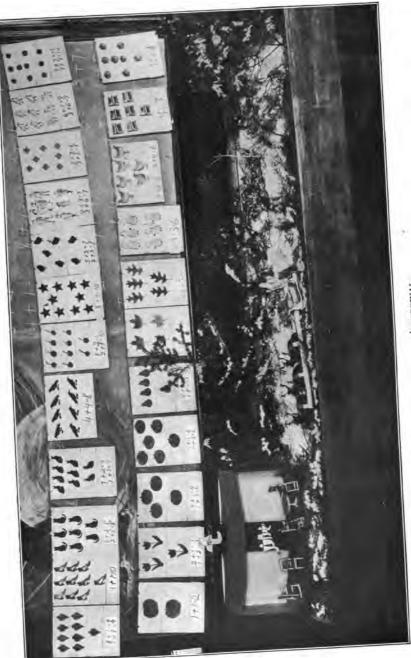
Gift —

Outline table, chairs and dishes for Thanksgiving and a turkey with tail spread. Represent the shapes of vegetables to be cooked. In borders introduce the slanting line in long and short designs, and combine with vertical and horizontal. Illustrate with rings and sticks in connection with "dishes," and "pans" with handles. Use concentric rings for "doughnuts," square tablets for "bread," "candies," etc. Occupation — Illustrate, as a review, all the Fall subjects for which to be thankful. Cut out table, chairs and dishes. Trace patterns of turkey, (see "Chicken Little" Story, April, first week.) Color and cut for cover of Thanksgiving booklet, or blackboard border. Color vegetables, or cut from colored paper, or use for writing booklets.

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F. P. 63



DECEMBER

December is the month of "loving and giving." The air is filled with the spirit of the coming Christmas. The birthday thought is embodied in the Mother Play of the "Flower Basket," which is modified for the winter season in the "Birthday Basket" (Year Book). The Christ Child story should be told before the legends of Santa Claus and the excitement of the shopping season to instill the true spirit of Christmas. As the child visits the Toyman's Shop he sees the world in miniature, and the boy and girl each makes a choice of toys. Boys choose that which forecasts their place in the industry of the world as the future man, while the girls' choice shows the stirrings of future mother-hood.

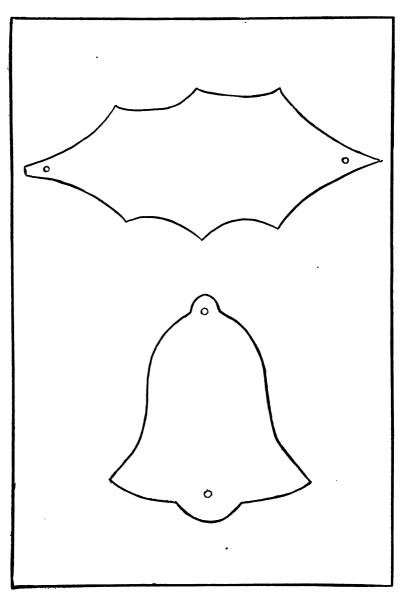
First Week

BIRTHDAY BASKET

Supervised Occupations

Monday — Fancy boxes. A triangular box based on the picture frame form can be effectively made from colored drawing paper. Fold on diameters and open. Fold points to center and open. Cut off one of these points on crease thus made and cut on the diameter that runs from the cut edge to the

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HOLLY LEAF AND BELL WREATH UNITS

center. Fold this triangular flap completely over the neighboring triangle and fold points backward, which can then be decorated and a handle added if desired.

Tuesday —

Cut hectographed patterns of holly leaves and bells from green and red drawing paper. Punch holes in each end of the leaf and at top and bottom of bells, then string through the holes and across the back for festoons in the room. Alternate a leaf and a bell. The latter may be punched only at the top to make it hang down.

Wednesday — Lanterns. Fold colored square 5 x 5 and fringe from folded edge to within a short distance of the open edges. Open and paste edges together so that the cuts run vertically, add handle and save for Christmas decorations.

Thursday — Roll cornucopias from 5 x 5 colored squares.

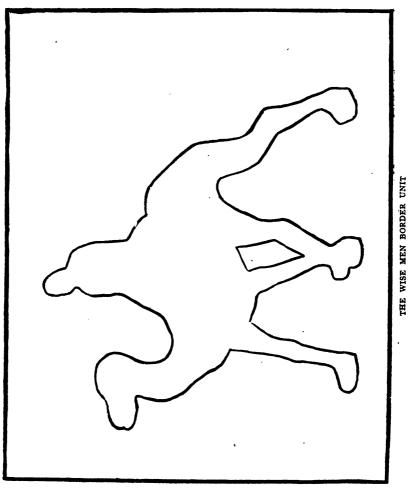
Tie string through the sides and use for decorating the room or the tree, later.

Friday — Draw evergreens with colored crayons.

SEAT WORK

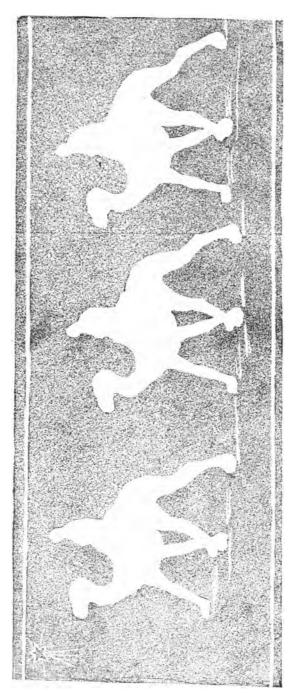
Gift —

With pegs or lentils outline a basket with handle and gifts for the father's birthday. (See Mother Play, Flower Basket.") With seeds and sticks make flower border with



units of eight—five petals, a stem and two Represent an octagonal summerhouse in which the father is sitting. Make spray of holly with lentils and whole and half rings for basket in border patterns. Interlace eight slats as if weaving a basket.

Occupation — Cut presents for the father's birthday. Cut basket with handle by folding a square and cutting from the fold, thus giving ease in inner cutting for the handle. Draw whatever impressions children may have of their own or of another's birthday party. Emphasize the joy of giving rather than of receiving at one's birthday — the true Christmas spirit. Make paper links of red and green for decorating the room.



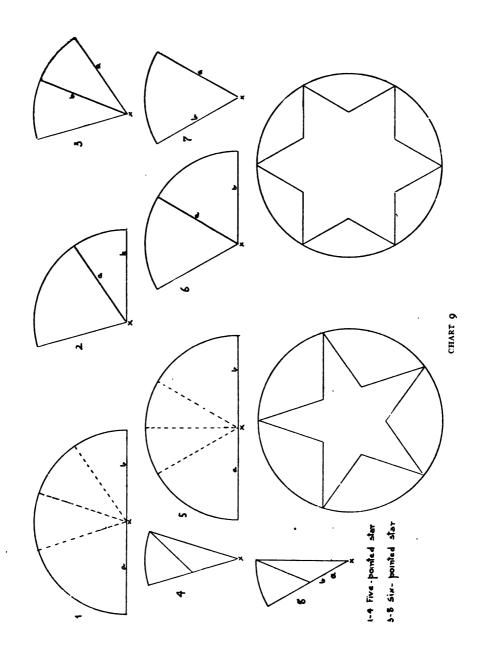
THE WISE MEN BORDER

Second Week

CHRIST-CHILD

Supervised Occupations

- Monday Use picture of Madonna and Child for a Christmas gift to the children's mothers. The picture-frame form can be made on a larger scale from heavier paper and a standard pasted on the back. Paste the Madonna picture inside. If rulers have been used with the older children, measure a folder in which to paste the picture.
- Tuesday Complete weaving mats for the father's gift. These make pretty blotter covers or foundation (pasted on cardboard) for shaving papers, or cylindrical box for matches. See "What and How," Palen and Henderson, pages 145–154, for suggestions in this line.
- Wednesday Illustrate the Christmas story. Make border of the "Three Wise Men."
- Thursday Landscape composition, shepherds and sheep on the hillside, and silhouette of the distant city.
- Friday Nature lesson on the sheep's gift of wool.



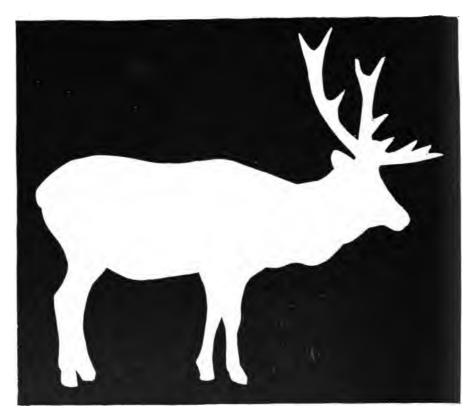
SEAT WORK

Gift —

Make the Christmas star with ten sticks (two for each point). Indicate "rays" with pegs between the points. Represent the shepherd's crook, sheep, shepherd dog, camels, manger and gifts of the Wise Men.

Occupation — Draw and cut the Christmas star, bells, and holly leaves, and use also for writing booklets. Use pattern of sheep for number unit and landscape composition, showing the hillside, shepherds and distant city. Draw the story of the coming of the shepherds and Wise Men. Cut out Perry pictures illustrating the story and mount for gifts later.

> A five-pointed star of different dimensions can be made very easily by the teacher, by folding a circle in the following way. (See chart 9.) Fold on diameter and mark the center of the circle. (Fig. 1.) Fold the left hand end of the diameter (a) two thirds of the way across the arc which is left when (Fig. 2.) Fold the remaining third folded. (b) over on the edge of the folded section. (Fig. 3.) Where this free edge falls will give the center of the remaining arc. Fold this arc back along this edge which will give the semi-circle divided into fifths (one half the desired five-pointed star). Cut from one folded point to a place on the radius

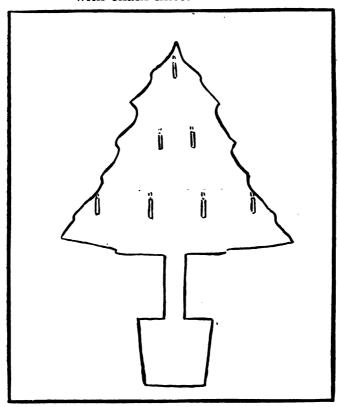


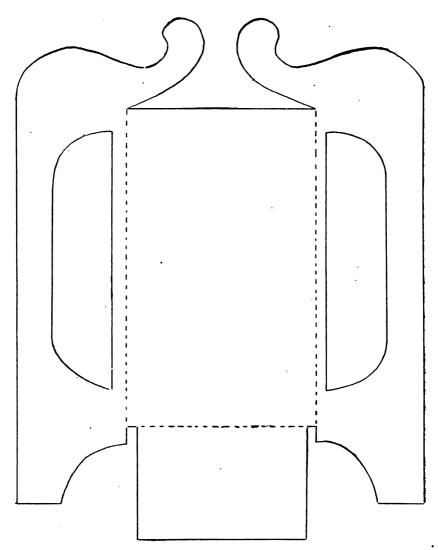
PATTERN FOR SANTA'S REINDEER

one half the way down, which gives the angle of the star points. (Fig. 4.)

To make a six-pointed star, fold on diameter as before, but divide the arc of the whole semi-circle into thirds (Fig. 5) and fold two thirds of the way across. (Fig. 6.) Fold remaining third over. (Fig. 7.) Fold this arc through the middle and cut the angle of the star points. (Fig. 8.)

Make blackboard border of stars cut from different colored papers. Indicate rays with chalk lines.





PATTERN FOR SANTA'S SLEIGH

Third Week

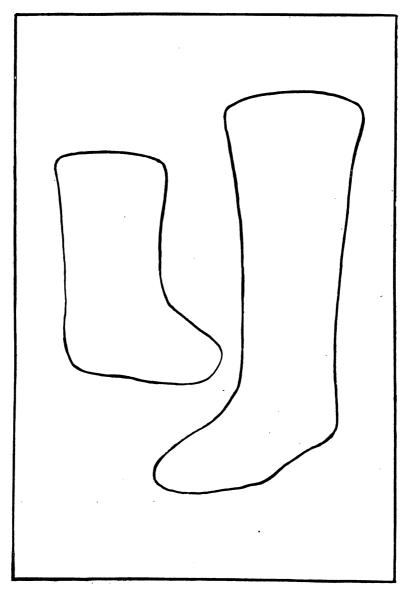
TOY SHOP

Supervised Occupation

- Monday Cut hectographed patterns of Santa Claus, toy rocking-horse and auto from black, and mount on sheet of gray with strip of white for roof. Use red for chimney.
- Tuesday Cut and fold hectographed pattern of Santa's sleigh. Let the children cut patterns of six reindeer and harness to sleigh in twos with strips of oak tag. Seat Santa in sleigh.
- Wednesday Clay. Toy drum based on cylinder and other toys of interest.
- Thursday Arrange sand-table illustration, using the cardboard house and furnishings suggested in the sand-table article following. Color and cut hectographed unit of Santa for the sleigh and Christmas gifts.
- Friday Christmas celebration. If a real tree is not obtained draw one on the board with colored chalk and let the children paste the toys cut from colored paper.

SEAT WORK

Gift — Outline toys — drum, sled, ball, doll, house, cars, etc. Represent stockings hanging by the fireplace. With slats arrange



PATTERNS FOR STOCKINGS

"shelves" on which to outline toys. Make a large chimney with square and triangular tablets and Santa's sleigh with splints. Outline a large Christmas tree with pegs and make toys within it with lentils.

Occupation —

Draw what each child would like best at the Toyman's shop, and what each is going to give away to someone else. Cut toys freehand and also from the newspapers. Trace around circles, color for "balls" and add a string "for the baby." Trace around large squares for "Jack-in-the-box," closed. Add a head on springs for it, opened. Cut pattern of Santa for poster. On the blackboard paste a large sheet of gray book-cover paper, draw lines for shelves, and let the children paste on them toys cut from newspapers at home. Call it the "toyshop" and let chil-· dren go to buy toys from a "toyman," each pretending to select one and "pay" for it. Trace around patterns of stockings of different lengths and cut from black or white paper, to use as a blackboard border against a red brick background made with colored chalk. Paste stockings on it in an irregular line.

Make a row of nine stockings traced on a long strip of white paper. Inside each outline print a letter to spell "Christmas."



CHRISTMAS EVE POSTER UNITS

Write words inside tracing of stocking, cut and fasten several in a booklet form.

CHRISTMAS ON THE SAND-TABLE

THE DOLL'S HOUSE

Of course Santa "comes down through the chimney," so that the most important part of the house was the chimney. This was made of a long, thin, red box which was lined with black paper. One end was then cut off for the top of the chimney and an opening cut in the cover at the other end for the fireplace.

The three sides of the "house" were made from heavy gray cardboard that was tied together at the corners above and below. The chimney was fastened to the back of the "room" by cutting slits through both chimney and wall and tying both together above and below. It was completed by the roof which consisted of a piece of oak-tag cut to fit the dimensions of the walls. A section was cut from the back edge to allow the chimney to pass through and the roof was then tied to the walls at the four corners. The sides of the house were inserted in the sand to keep it firm and a piece of white cardboard laid in place for the floor. Miniature wooden table and chairs completed the furnishings and delighted the children's hearts.

Above the fireplace a cardboard mantel was pasted, by folding back a wide flap, and on a narrow flap at the front edge were pasted stockings cut freehand by the children. A clock and vases, cut freehand, completed the ornaments.

CHRISTMAS EVE POSTER

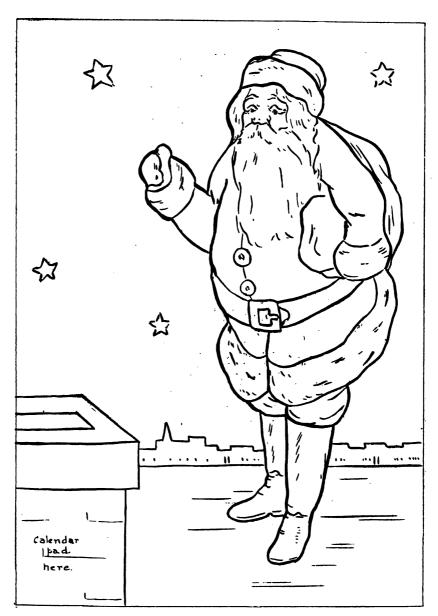
Santa's Coming

In the wet sand, a few children made a road to lead up to the house. Others planted different kinds of evergreen twigs (studied in Nature periods.) Flour was then sprinkled over the "trees" and "ground" for realistic snow effect.

Everything was ready for Santa's coming. Therefore the next step was to make the sleigh and reindeer. sleigh was cut and folded from oak-tag, as shown in the pattern, and six reindeer cut from brown modelling paper. These were harnessed in twos by folding a strip of oak-tag (length equal to width of sleigh) across the back of each pair, which made them stand. The three pairs were then fastened to the sleigh by long strips of oak-tag pasted to the front end of the runners and along the sides of the reindeer. Santa, cut and colored from hectographed pattern here given, was then seated in the sleigh. His "reins" consisted of string, which was cut in double lengths, passed around the neck of one reindeer in the front pair, and fastened with a slip knot. The loop was then passed over the neck of the one behind and tied in a square knot, and again for the third pair. This was repeated on the other side, which gave four reins to wind around the uplifted hand of Santa, as he drove gaily to the house.

Going Down the Chimney

Of course the children must see Santa coming down the chimney, so that another pattern (the jointed Santa given in the December *Primary Education*, 1909) was gleefully inserted down the chimney, holding to the edge with his arms, and



CALENDAR MOUNT

with his pack just disappearing, as seen in the photograph. Two Santas did not disturb the children's minds in the least!

THE CHRISTMAS TREE

A fir tree that stood about four feet high was planted in a large flower pot of earth, which device held it firmly, and the pot was covered with small branches cut from the tree. This addition to the table was hailed with delight. The purpose of this tree was to let the children decorate it with paper chains, stars, cornucopias, and patterns of toy animals of their own making. No tinsel or other store material was used, but the different colored papers made it festive, and the children enjoyed hanging their work on the tree. Christmas gifts for father and mother were added later and Santa had an abundance of material to "deliver."

When it was necessary to remove the house and Santa's sleigh for the Eskimo village the house was placed on the floor in one out-of-the-way corner and the sleigh and reindeer were none too long to successfully alight on the roof! Then he returned to his Arctic home.

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